The Learner's Journey

Objective: To dig even deeper into your target audience's learning experience, create a design thinking-inspired **journey map** (https://www.creativeconfidence.com/). You can do this on your own, with a group of people, or even virtually using tools like Miro or Google Jamboard.

Journey maps help us to think systematically about our learners and how they interact with the learning experiences that we create. Thinking broadly about their full learning journeys allows us to identify more opportunities for improvement in the process.

Step 1: Choose the journey you'd like to map. In ID, it will most likely be the entire learning journey.

Step 2: Before you create a visualization, write down the steps. Remember to include all tiny steps the learner will be taking to understand all nuances that might ordinarily be overlooked.

Step 3: Now, organize these steps into a visual map /timeline. You can branch your map to show options, or keep it simple, based on the steps you've identified.

Step 4: Identify patterns that emerge, anything unexpected, and why certain steps happen in the order that they do. What insights do you glean from this analysis? How might you change the process?

Step 5: Share your journey map with stakeholders who are familiar with the learning journey and ask them for their feedback to see if you may have forgotten something or have steps that seem out of sequence.

A Learner's Journey Map

1	2	3	4	5
Employee recognizes need to learn	**Employee finds learning experience**	**Employee figures out when / where they can complete learning experience**	**Employee starts learning experience**	**Employee is bored with learning experience . . .**
Most likely, this would be the first step for all learning experience journey maps. It could result from a manager telling them to learn about a given topic, or it may be self-realized.	Next, the manager and/or employee find the learning experience (course, job aid, video, etc.) that fulfills their need to learn.	The employee then figures out when and where they can complete the learning experience. They make the effort to fit it into their schedule.	Your journey map will become much more detailed from here. For example, they start the experience, and then what? What are they thinking, saying, doing, feeling during the experience?	This is NOT your last step in your learner's journey! From here, you need to figure out WHY they may be bored . . . and continue on with their journey map toward insights that will help you to SOLVE for this problem . . .